First Grade New Math Core Compared to the Old Math Core
DRAFT 9.10.07

Common to Both (Based on New Language)	New Core Only	Old Core Only
Standard I: Students will acquire number sense and perform simple operations with whole numbers. **Objective 1: Represent and use whole numbers up to 100.** • Count, read, and write whole numbers. • Represent whole numbers using the number line, models, and number sentences. • Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.		• Use zero to represent the number of elements in the empty set or as a placeholder in a two-digit numeral.
Objective 2: Identify simple relationships among whole numbers up to 100. • Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons. • Identify one more, one less, 10 more, and 10 less than a given number.	• Make reasonable estimates of the quantitative between two sets of objects. • Identify numbers missing from a counting sequence. • Represent part-whole relationships using the number line. Extension: • Identify 10 more, and 10 less than a given number.	• Use ordinal numbers 1^{st} through 5^{th}.
Objective 3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems. • Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare). • Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems. • Compute basic addition facts (up to 10 + 10) and the related subtraction facts using strategies (e.g., 6 + 7 = (6 + 4) + 3 = 10 + 3 = 13). • Find the sum of three one-digit numbers.	Extensions: • Basic addition facts up to 10 + 10 (used to be facts to 12). • Sum of three one-digit numbers (used to limit the sum to 18).	• Use fractions to identify parts of the whole. • Separate geometric shapes and sets of objects into halves, thirds, and fourths using a variety of models and illustrations. • Specify a region of a geometric shape when given four or fewer equal parts. • Represent the unit fractions 1/2, 1/3, and 1/4 with objects, pictures, and symbols.

Standard II: Students will identify and use number patterns and properties to describe and represent mathematical relationships. **Objective 1: Recognize, describe, and represent patterns with more than one attribute.** • Sort and classify objects using more than one attribute. • Identify, create, and label repeating patterns using objects, pictures, and symbolic notation. • Use patterns to establish skip counting by twos, fives, and tens.	• Identify, create, and label growing patterns using objects, pictures, and symbolic notation.	• Identify patterns in the environment. • Count backward from 10 to 0 and identify the pattern.
Objective 2: Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems. • Recognize that "=" indicates that the two sides of an equation are expressions of the same number. • Recognize that "+" indicates the joining of sets and that "-" indicates the separation of sets. • Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\Delta + 4 = 7$).	• Create problem situations from given number sentences involving addition and subtraction.	
Standard III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data. **Objective 1: Identify, describe, and create simple geometric figures.** • Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon). • Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment. • Compose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.	• Decompose plane and solid figures and describe the part-whole relationships, the attributes of the figures, and how they are different and similar. Extension: • Name, create, and sort geometric plane figures now includes: trapezoid, rhombus, parallelogram, and hexagon.	• Use and demonstrate words to describe position and distance.

Objective 2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements. • Identify the appropriate tools for measuring length, weight, capacity, temperature, and time. • Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢). • Tell time to the hour and half-hour. • Name the months of the year and seasons in order.	• Measure the length of an object using nonstandard units and count the units using groups of tens and ones. • Use a calendar to determine the day of the week and date. Extensions: • Value of a dollar. • Tell time to the ½ hour.	• Estimate the length of an object by comparing to a nonstandard unit. • Compare objects, using nonstandard units, according to their length, weight, or volume.
Objective 3: Collect, organize, and represent simple data. • Collect and represent data using tables, tally marks, pictographs, and bar graphs. • Describe and interpret data.		• Determine the likelihood of an event. • Compare events to decide which are more likely, less likely, and equally likely. • Relate past events to future events.